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ABSTRACT

An instructor's manual and student activity guide on basic cake decorating are provided in this set of prevocational education materials which focuses on the vocational area of home economics (food services). (This set of materials is one of ninety-two prevocational sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (six to nine periods), activity goals, sixteen instructional objectives, related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and a student question sheet to be duplicated). The student activity guide provides step-by-step instructions (narrative and illustrations) for completing each instructional objective (e.g., identify the basic tools used in cake decorating, form a zig-zag border, form a daisy). At the end of each set of instructions is a student check point (evaluation activity). Occupational descriptions for a cook and pastry cook conclude the document. (JH)

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ED169346

HOME ECONOMICS – FOOD SERVICES, BASIC CAKE DECORATING

Kit No. 57

INSTRUCTOR'S MANUAL

Prepared by

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State Department of Education
Office of Vocational Education
Prevocational Education
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In Cooperation With

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Clemson University
Clemson, South Carolina 29631

1978

CE 020 331

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TITLE OF ACTIVITY

Kit No. 57, Home Economics – Food Services, Basic Cake Decorating

DURATION

Main Activity: 4 – 5 periods
Follow-up Activity: 2 – 4 periods

GOALS

The student will learn how to prepare icing for decorating a cake.

The student will learn how to use color in frosting.

The student will understand which pieces of equipment to use to make a specific design.

The student will understand the procedure in making borders and flowers.

INSTRUCTIONAL OBJECTIVES

Given the necessary instructions and equipment, the student will identify the basic tools used in cake decorating.

The student will replace the coupler tip in the pastry bag and screw on round tube No. 3 with the coupler ring.

The student will measure and mix the ingredients for a buttercream icing.

The student will fill the pastry bag with icing.

The student will execute the two basic positions used in cake decorating.

The student will form a series of dots.

The student will form a series of stars.

The student will form a series of shells.

The student will form a zig-zag border.

The student will form words using simple block lettering.

The student will form a daisy.

The student will form a half carnation.

The student will form a series of leaves.

The student will clean the cake dummy.

The student will add color to icing.

The student will decorate a cake.

VOCATIONAL CLUSTERS

Health Occupations, Distributive Education

ACTIVITY IMPLEMENTATION

A. Activity Description

The students will assemble decorating tools and properly frost and completely decorate a dummy cake. This activity will give the students an opportunity to use all basic techniques learned in decorating a cake. Each student will be responsible for decorating one cake. Cakes should be colorful and appealing. Students may confer with each other for advice and/or criticisms. Students must know correct frosting texture and consistency and proper usage of all equipment involved.

B. Safety

Special care should be taken when using electric mixers. Be aware of operating instructions that come with each mixer.

C. Materials

1. Audio Visual Equipment:
   None

2. Technical Equipment:
   25 flower nails, No. 7
   25 cake dummies
   25 tube couplers
   25 each decorating tubes Nos. 3, 6, 21, 30, 47, 67, 68, 103, 104
   5 portable electric mixers
   25 mixing bowls (quart)
   10 each measuring cups – 1 cup and 1/4 cup sizes
   10 sets measuring spoons
   25 spatulas
   50 small plastic bowls
   27 featherweight pastry bags, 8 inch (20.32 cm)

3. Expendable Materials:
   paper towels
   dishwashing soap
   1 roll waxed paper

38 lbs. (17.24 kg.) confectioner's sugar
7 cans shortening, 3 lb. (1.36 kg.) size
3 bottles coloring for icing – red, blue, and yellow

D. Preparation Prior to Class

Obtain expendable materials from the store.

At each student station, place the following items:

1 Student Activity Guide
1 Flower Nail, No. 7
1 cake dummy
1 tube coupler
1 each decorating tubes Nos. 3, 6, 21, 30, 47, 67, 68, 103, 104
1 mixing bowl (quart)
1 spatula
2 small plastic bowls
1 featherweight pastry bag, 8 inch (20.32 cm)

Set up a work station for mixing and place the following items at it:

5 portable electric mixers
10 measuring cups
10 sets of measuring spoons
Expendable materials

Read through Student Learning Activity Guide.

E. During Class Session

Introduction

For the next several days, we will learn procedures for frosting and decorating a cake. Each student will frost and decorate at least one cake before we finish this unit. Cakes will be judged by other students in the class. You may confer with each other, but the work itself must be done by you.

To The Teacher

Be sure that students have everything they need for the activity. It may be necessary to help at times with tools and equipment. Students must understand that cake decorating requires a lot of practice.

F. Follow-up Activities

1. Have students complete a VIEW Fact Sheet.
2. Display cakes received.
3. Have students tell good and bad points of cake and give suggestions for improvements.
4. Have students look up ads concerning food services in the newspaper.
5. Have cake judging contest.

ANSWER KEY

None

MASTERS FOR DUPLICATION

VIEW Fact Sheet

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared (do) for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

6

HOME ECONOMICS – BASIC CAKE DECORATING

Kit No. 57

STUDENT

LEARNING ACTIVITY GUIDE

Prepared by

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INTRODUCTION

Chances are you've been to birthday parties, weddings, and anniversaries and observed the most beautiful cakes that you have ever seen. Maybe you have seen cakes at these same places that did not meet or measure up to your expectations. In this activity, you will learn how to decorate cakes that not only measure up and meet your expectations but everyone else's as well.

One thing that makes a difference in turning out beautiful cakes as opposed to inferior cakes is practice. Cake decorating requires continued practice to achieve perfection.

Cake decorating requires self-application and concern as opposed to strenuous labor. Usually a person's feelings will show up in the work. Since the decoration on a cake is the eye catcher, it is important to always do your best.

GOALS

The student will learn how to prepare frosting for decorating a cake.

The student will learn how to use color in frosting.

The student will understand which pieces of equipment to use to make a specific design.

The student will understand the procedure in making borders and flowers.

DIRECTIONS

Begin with Instructional Objective I and complete all the steps for the objective. Make sure you complete the checkpoint before going on to the next objective. Please do not make any marks in this booklet.

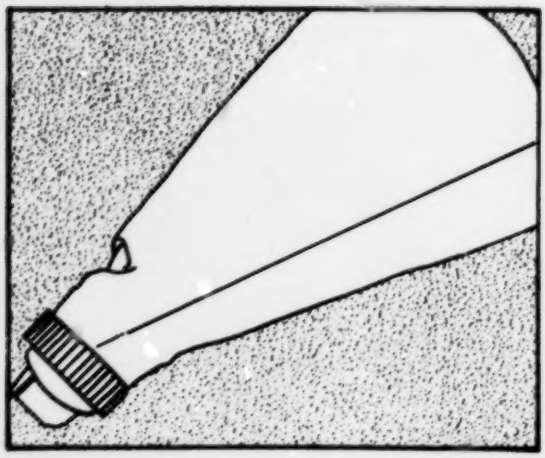
MATERIALS

1 Student Activity Guide
1 Flower Nail, No. 7
1 cake dummy
1 tube coupler
1 each decorating tubes Nos. 3, 6, 21, 30, 47, 67, 68, 103, 104
1 mixing bowl (qt.)
1 spatula
2 small plastic bowls
1 featherweight pastry bag, 8 inch (20.32 cm)

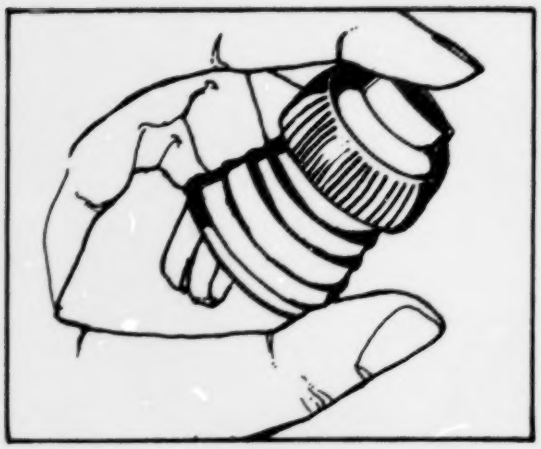
PROGRAMMED TEXT

Instructional Objective 1

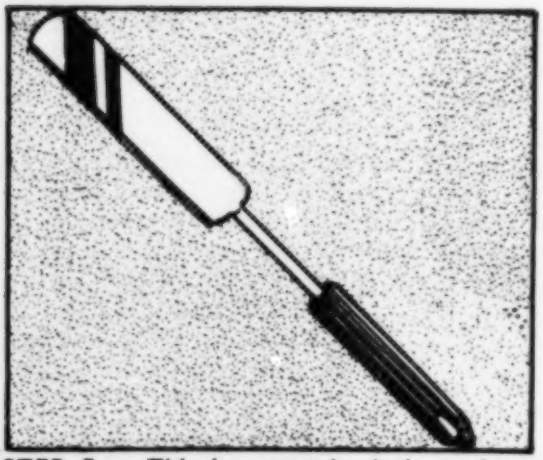
The student will identify the basic tools used in cake decorating.



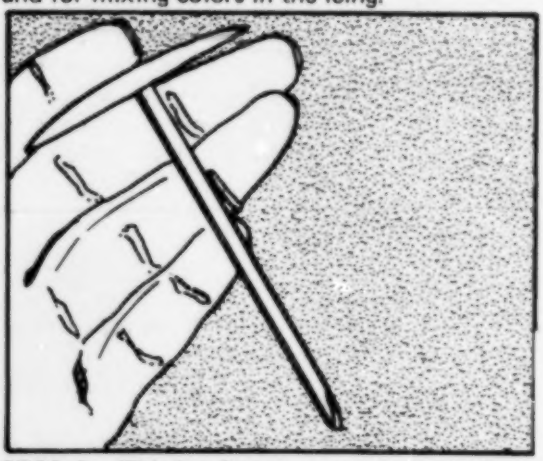
STEP 1 – This is a pastry bag. It is used to hold the icing, the coupler, and the decorating tube.



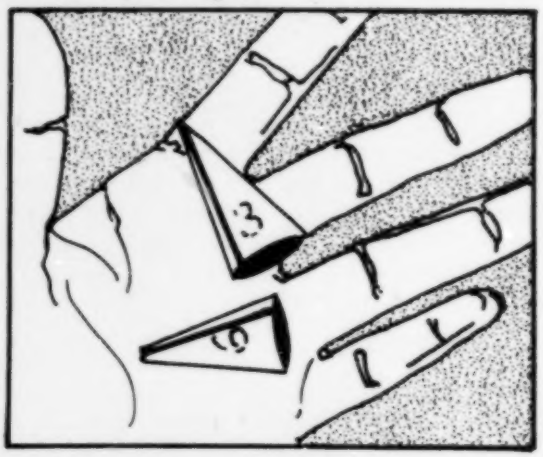
STEP 2 – This is a tube coupler. It is placed inside the decorating bag through a small opening. This coupler will allow you to change decorating tubes on the same bag.



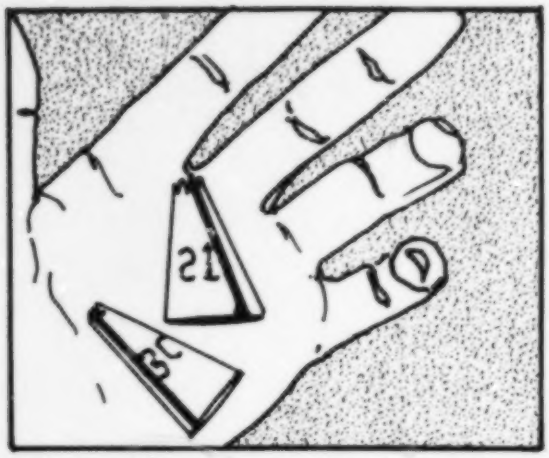
STEP 3 – This is a spatula. It is used to spread icing, place icing in the decorating bag, and for mixing colors in the icing.



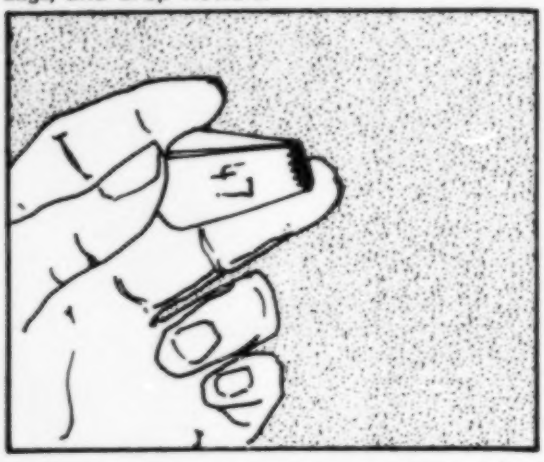
STEP 4 – This is a flower nail. It is used when making flowers because it is easy to hold and turn with your fingers.



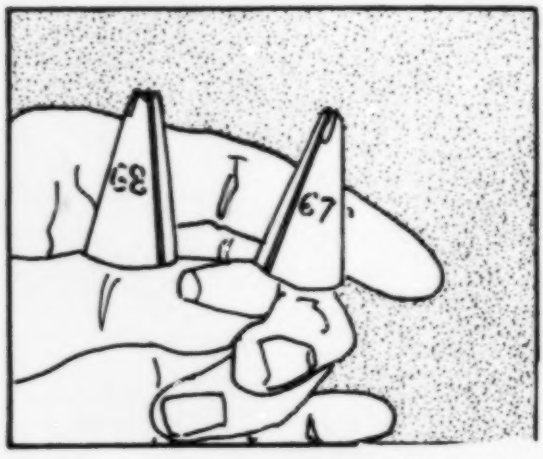
STEP 5 – These are round tubes (Nos. 3 and 6). These tubes are used for writing, making dots, and strings.



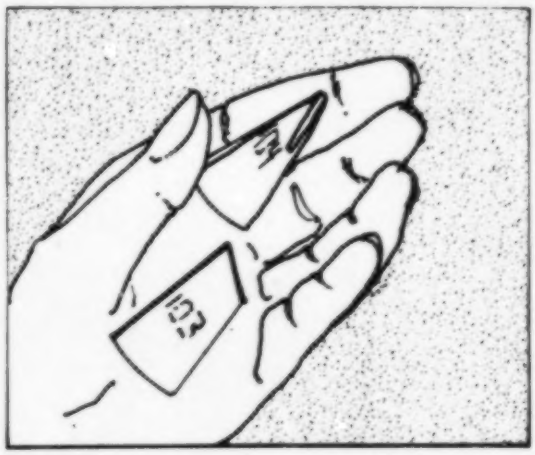
STEP 6 – These are star tubes (Nos. 21 and 30). They are used to make stars, shells, zig-zags, and drop flowers.



STEP 7 – This is a basket weave tube (No. 47). It is used to make basket weaving designs.



STEP 8 – These are leaf tubes (Nos. 67 and 68). These tubes are used to make leaves.



STEP 9 – These are rose tubes (Nos. 103 and 104). These tubes are used to make roses and rosebuds.

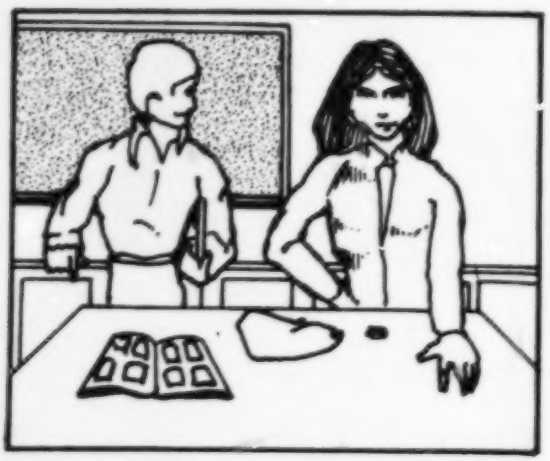
STEP 10 – This is a 1 qt. (.946 l) mixing bowl. This bowl is used for mixing the icing.

Check Point

Look at the tools that are at your work station. Try to identify them without looking back at the steps and illustrations. When you are able to identify the tools, go on to the next objective.

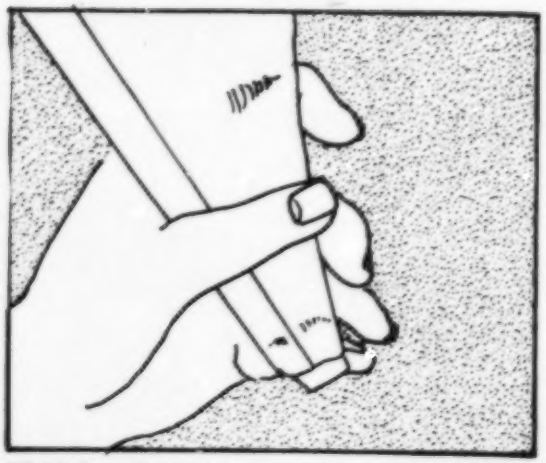
Instructional Objective 11

The student will place the coupler tip in the pastry bag and screw on round tube No. 3 with the coupler ring.

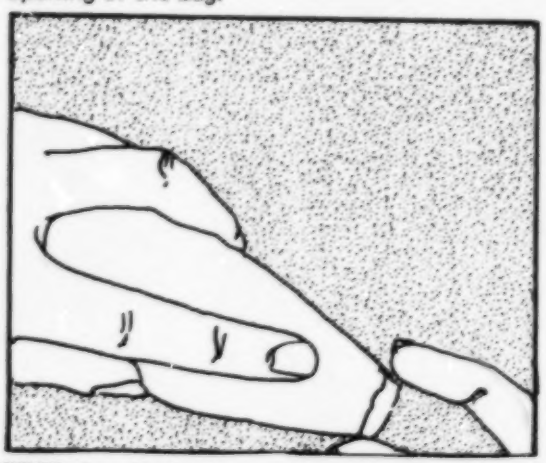


STEP 1 – Place the coupler and pastry bag in front of you.

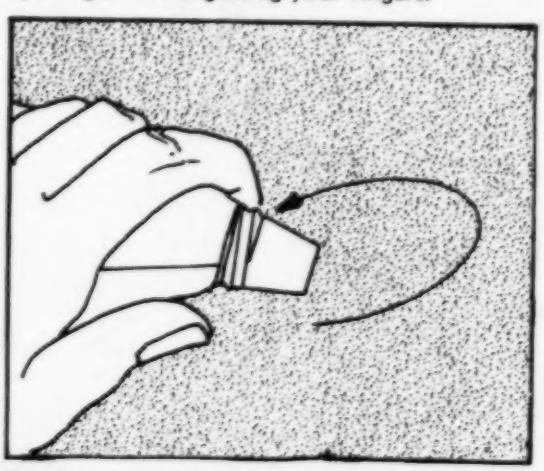
STEP 2 – Pick up the coupler and unscrew the ring that is on it by turning the ring counterclockwise.



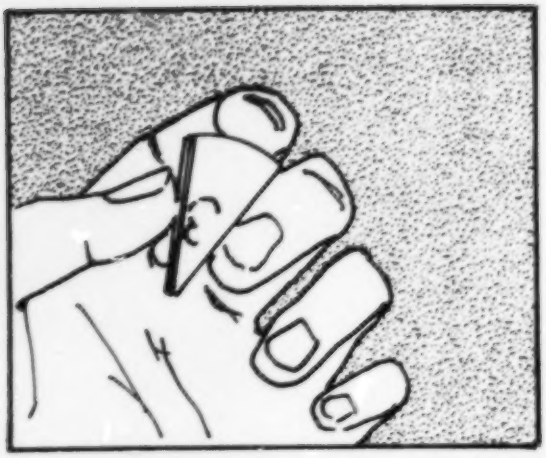
STEP 3 – Place the coupler tip in the pastry bag with the small opening facing the small opening of the bag.



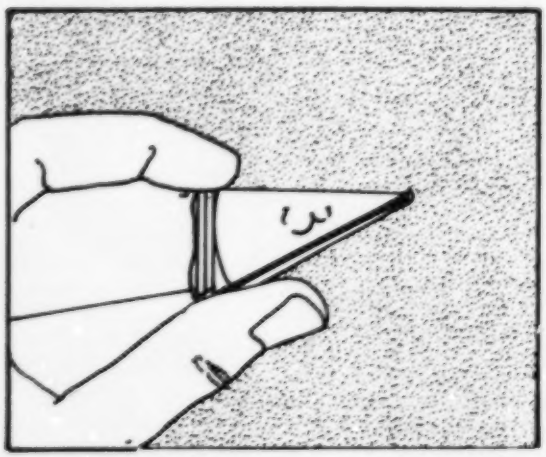
STEP 4 – Push the coupler tip down to the opening of the bag using your fingers.



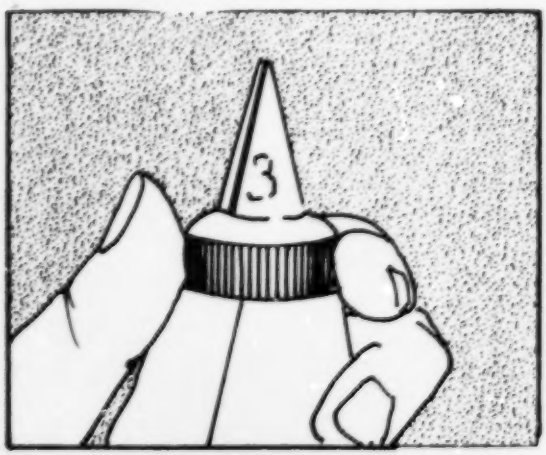
STEP 5 – Continue to push the coupler tip through the opening until there are two threads showing.



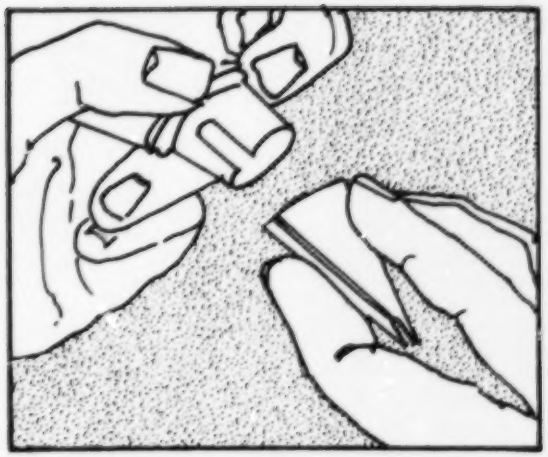
STEP 6 – Pick up round tube No. 3. The number is stamped on the side of the tube.



STEP 7 – Place the tube on the coupler as shown in the illustration.



STEP 8 – Now, screw the coupler ring back onto the coupler tip until tight.



STEP 9 – Whenever you want to change tubes, all you have to do is unscrew the ring, take off the tube, put on the new tube, and then screw the ring back on.

Check Point

Did you unscrew the ring before putting the coupler in the bag?

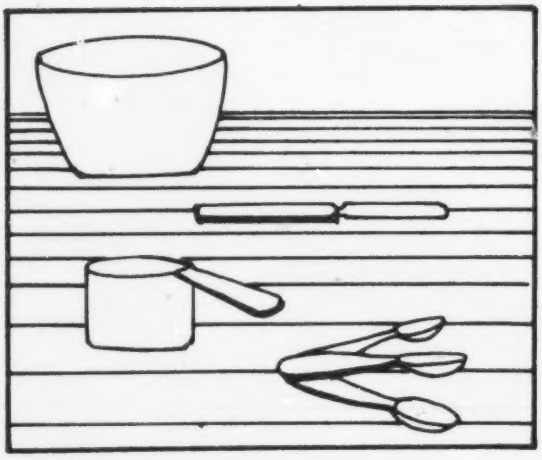
Did you push it through with your fingers so that two threads were showing?

Did you screw the ring back on over the decorating tube?

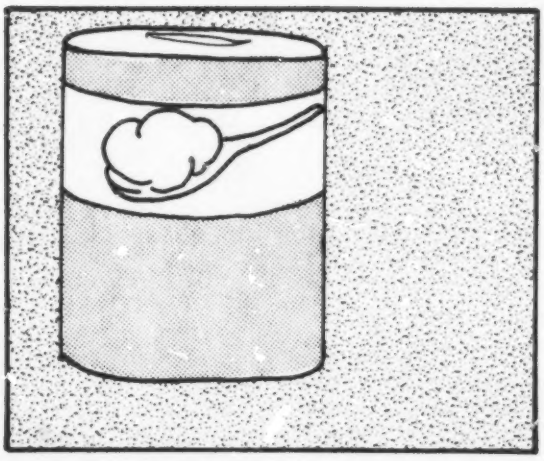
Instructional Objective

The student will measure and mix the ingredients for a buttercream icing.

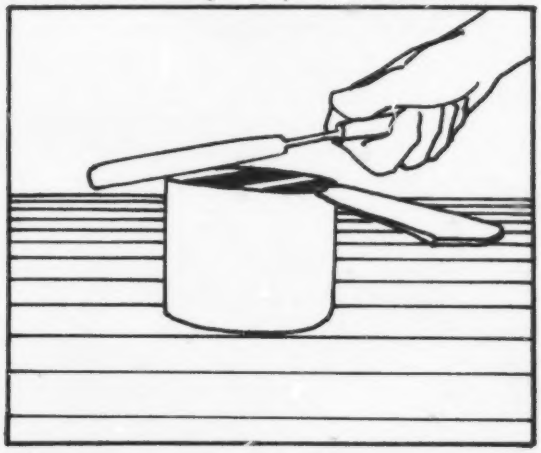
STEP 1 – Take your mixing bowl and spatula to the work area that has the mixers and ingredients for making the icing.



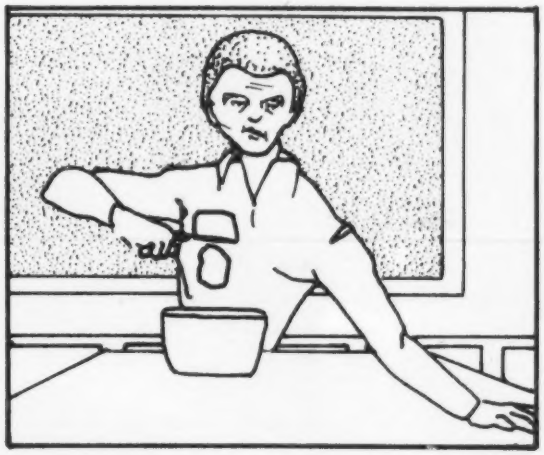
STEP 2 – Place the following tools in front of you: mixing bowl, spatula, measuring cups (1, 1/4), and measuring spoons.



STEP 3 – Find the vegetable shortening on the table and bring it to your work area.

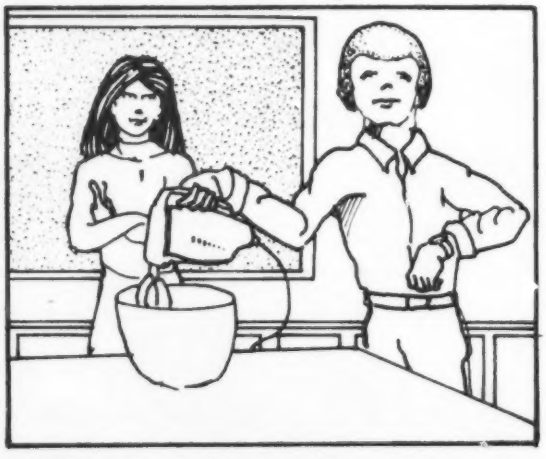


STEP 4 – Take your spatula and the 1/4 cup measuring cup and fill it with shortening. Use the spatula to level the shortening by running it across the top of the cup.

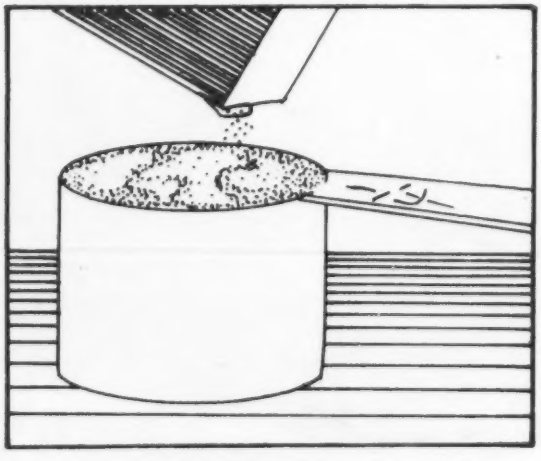


STEP 5 – Empty the shortening into the mixing bowl.

STEP 6 – Measure another 1/4 cup of shortening and empty it into the mixing bowl because 1/2 cup of shortening is needed.

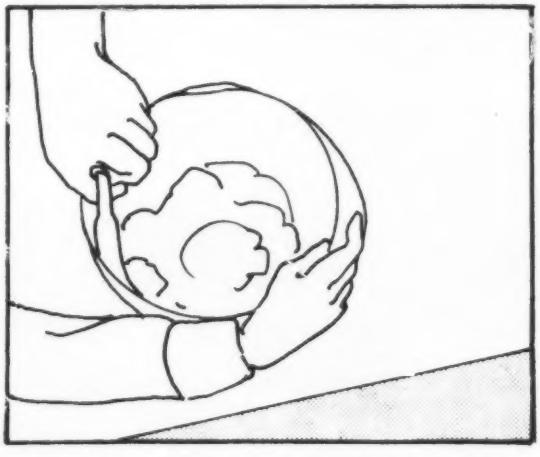


STEP 7 – Using the electric hand mixer, mix the shortening for about 20 seconds on medium speed.

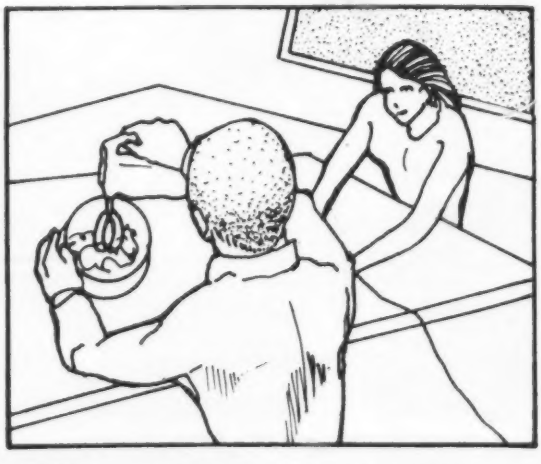


STEP 8 – Using the 1 cup measure, measure a cup of confectioner's sugar.

STEP 9 – Add the sugar, a little at a time, blending well after each addition.



STEP 10 – Scrape the sides and bottom of the bowl often with the spatula.

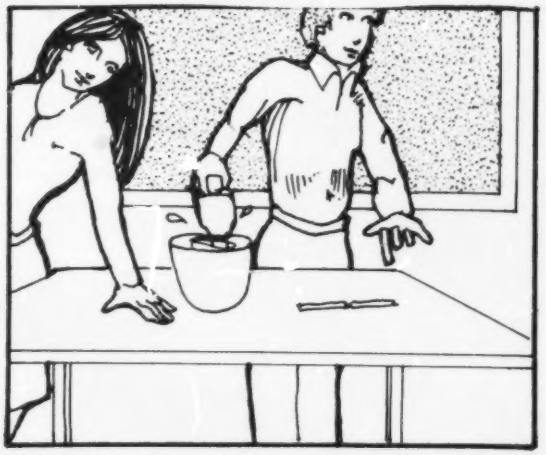


STEP 11 – Keep mixing the shortening and confectioner's sugar until all lumps are gone.

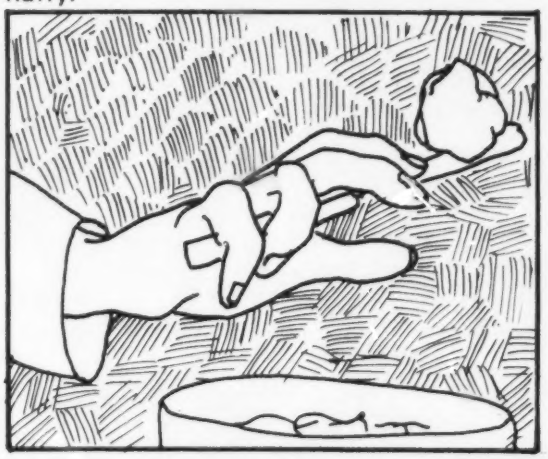
STEP 12 – Find the measuring spoon that has one tablespoon (TBSP) marked on it.

STEP 13 – Measure one tablespoon of water and add to the shortening and sugar mixture.

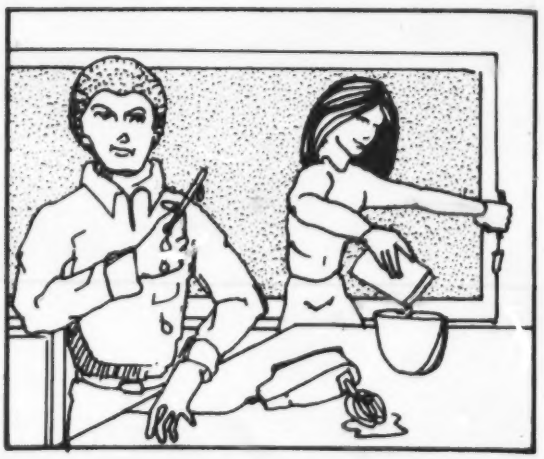
STEP 14 – Measure 1/2 tablespoon of water and add to the shortening mixture.



STEP 15 – Beat the ingredients in the bowl, at high speed, until the mixture is light and fluffy.

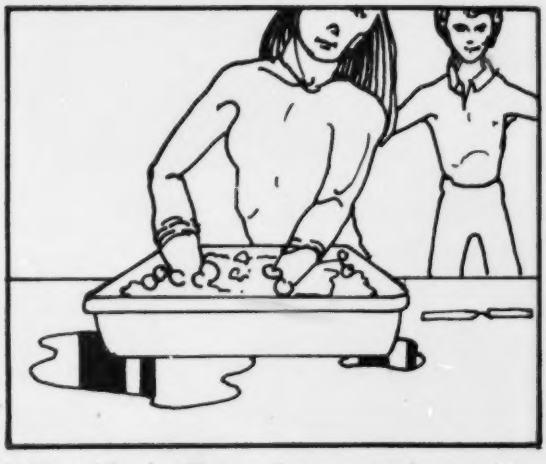


STEP 16 – Test the icing to see if it will stand up on your spatula.



STEP 17 – If the icing is not stiff enough, add confectioner's sugar a little at a time mixing well in between each addition until the right consistency is reached.

STEP 18 – If the icing is too stiff, add a drop or two of water and mix well after each addition until the right consistency is reached.



STEP 19 – Take the measuring cups, measuring spoons, spatula, and beaters from the mixer and wash and dry them.

STEP 20 – Put the tools back where you found them.

Check Point

Did you measure the right amount of ingredients?

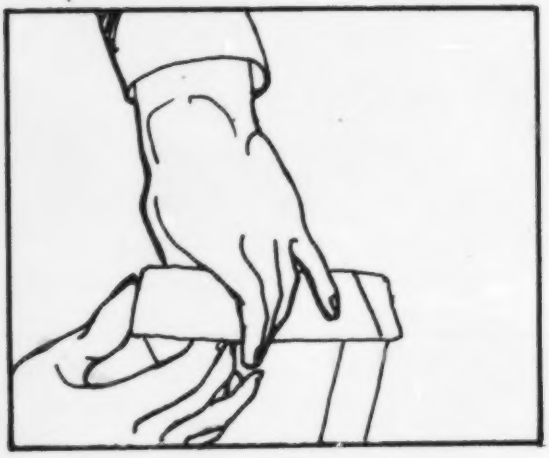
Does your icing stand up on the spatula?

Did you clean your tools and work area?

Instructional Objective IV

The student will fill the pastry bag with icing.

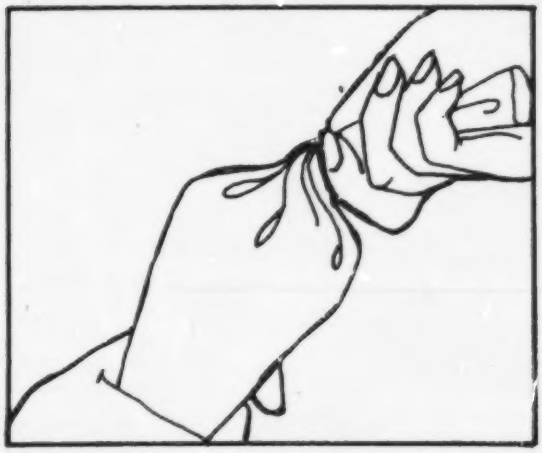
STEP 1 – Carry the spatula and the mixing bowl containing the icing back to your work area.



STEP 2 – Take your pastry bag, which should still have the No. 3 tube on it, and fold down a 2-inch (5.08 cm) cuff on the top of the bag.

STEP 3 – Using the spatula, scoop the icing into the bag until it is about half full.

STEP 4 – Unfold the cuff on the top of the bag.



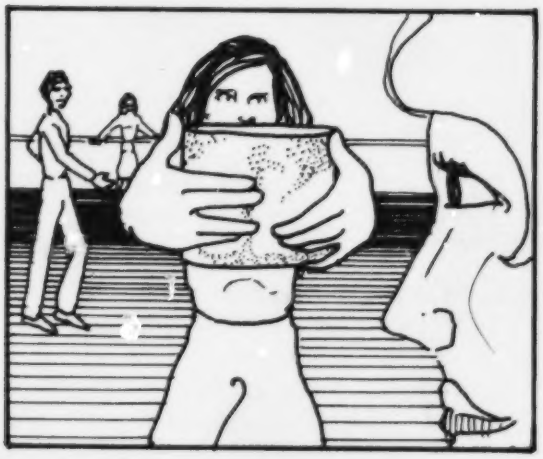
STEP 5 – Hold the top of the bag with your thumb and index finger and twist the bag to force the icing down into the bag and tube.

Check Point

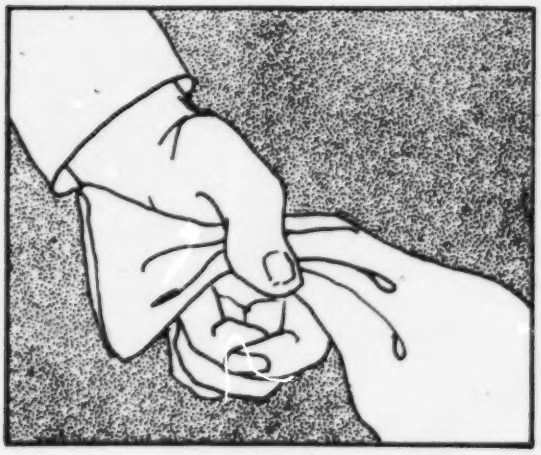
Did you fill the bag half full with icing?
Did you twist the bag, while holding the top, to force the icing down?

Instructional Objective V

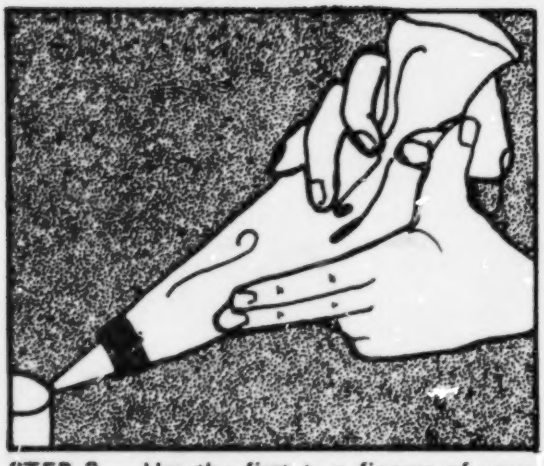
The student will execute the two basic positions used in cake decorating.



STEP 1 – Place the cake dummy in front of you. You will use this to practice on.

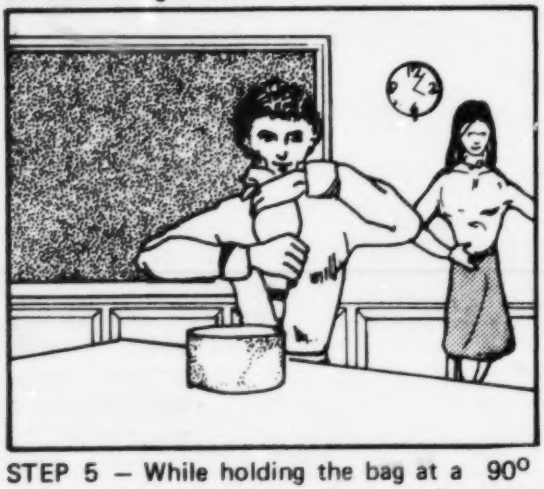


STEP 2 – Twist the top of the pastry bag and hold the twist between your thumb and forefinger.

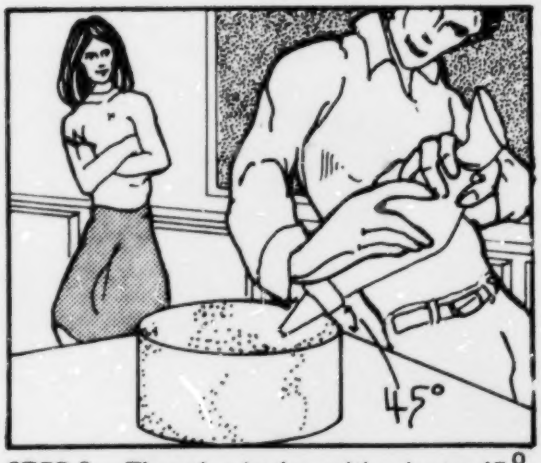


STEP 3 – Use the first two fingers of your other hand to guide and steady the cone.

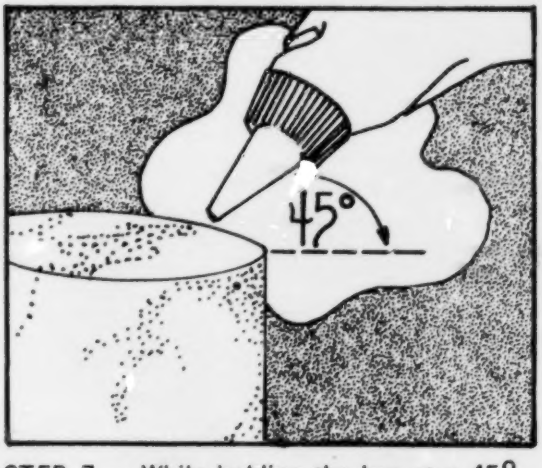
STEP 4 – The first basic position is when the bag is held at a 90° angle (perpendicular) to the decorating surface.



STEP 5 – While holding the bag at a 90° angle, squeeze the bag, close to the cake dummy top, with your right hand. The more you squeeze, the more the icing will come out.



STEP 6 – The other basic position is at a 45° angle. This means that the pastry bag is held at an angle of 45° to the decorating surface.



STEP 7 – While holding the bag at a 45° angle near the top of the cake dummy, squeeze the bag.

Check Point

Did you hold the bag at a 90° angle?
Did you hold the bag at a 45° angle?

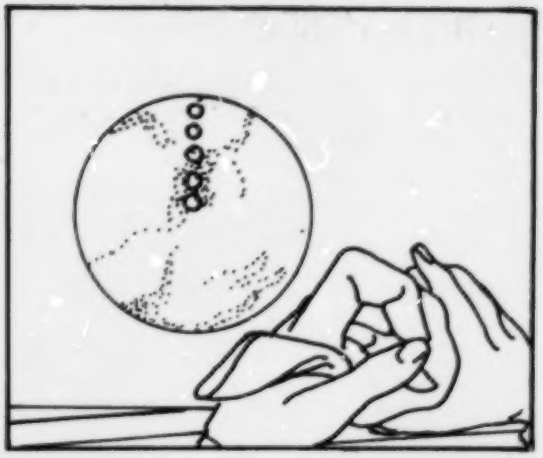
19

Instructional Objective VI

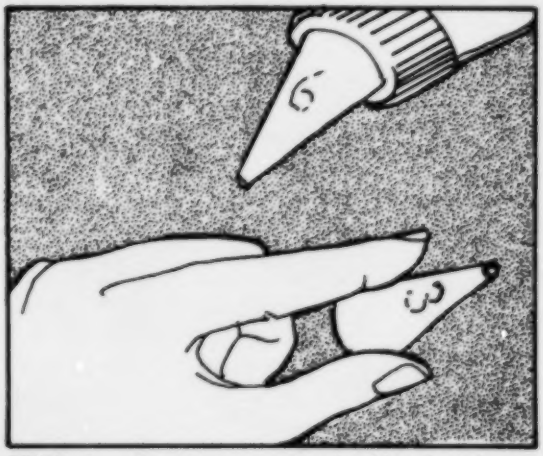
The student will form a series of dots.

STEP 1 – Hold the bag at a 90° angle from the top of the cake dummy.

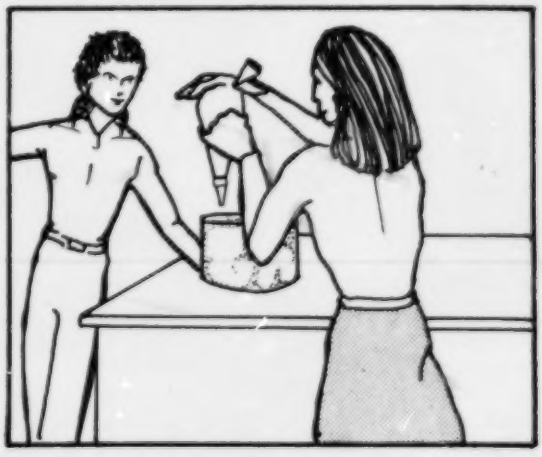
STEP 2 – Squeeze the bag slowly, forming a dot on the cake top, release the pressure and then draw the bag away.



STEP 3 – Adjacent to the first dot, form another dot. Continue in a straight line until you have formed five dots.



STEP 4 – Remove round tube No. 3 and put on round tube No. 6.



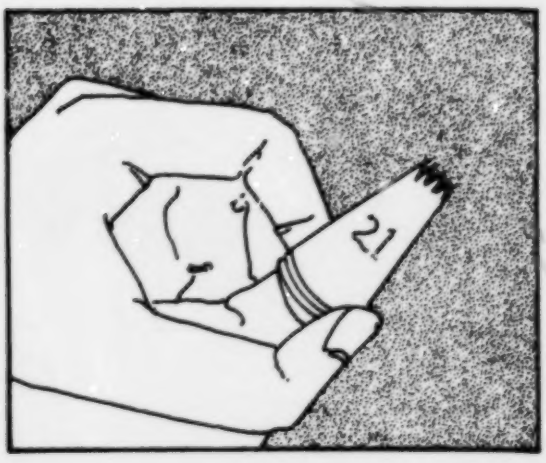
STEP 5 – Make another series of dots using round tube No. 6.

Check Point

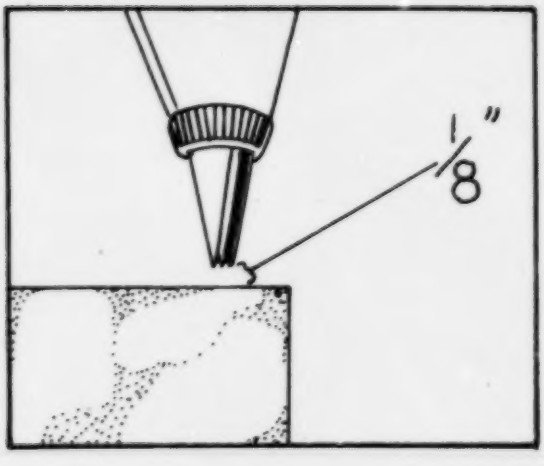
Were you able to make a series of dots?
Did you notice any difference when you used tube No. 6?

Instructional Objective VII

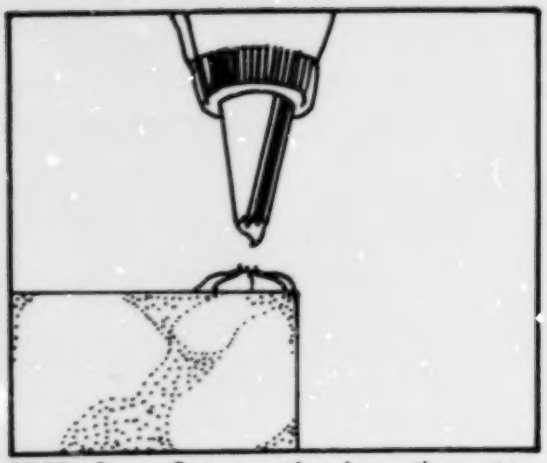
The student will form a series of stars.



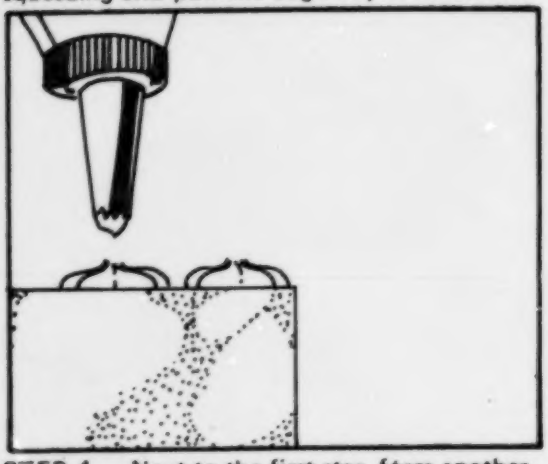
STEP 1 – Remove tube No. 6 and replace with star tube No. 21.



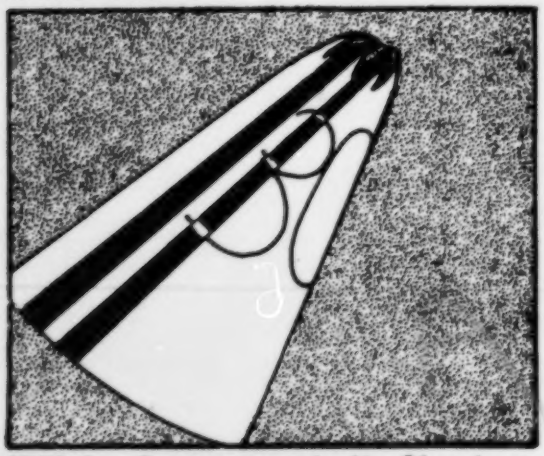
STEP 2 – Hold the bag at a 90° angle and about 1/8 inch (.3175 cm) above the surface of the cake dummy.



STEP 3 – Squeeze the bag, then stop squeezing and pull the bag away to break off.



STEP 4 – Next to the first star, form another star. Continue in a straight line until you have formed five stars.



STEP 5 – Remove star tube No. 21 and put on star tube No. 30.

STEP 6 – Make another series of stars using star tube No. 30.

Check Point

Were you able to make a series of stars?

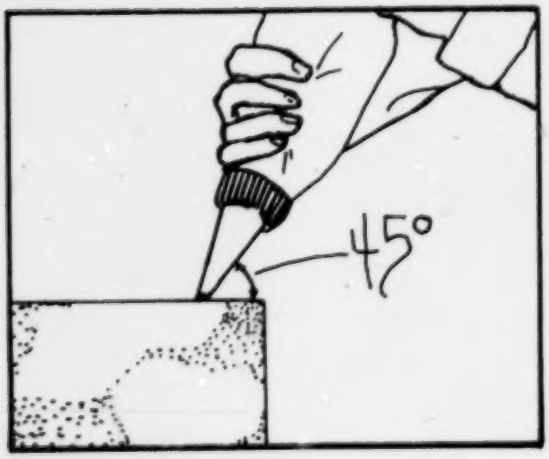
Did you notice any difference when you used tube No. 30.

22

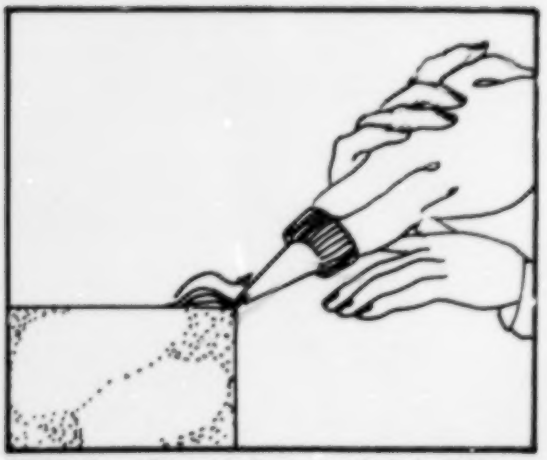
Instructional Objective VIII

The student will form a series of shells.

STEP 1 – Change back to star tube No. 21.

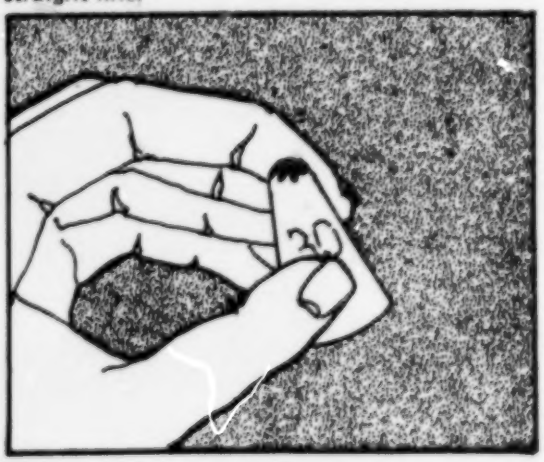


STEP 2 – Hold bag at a 45° angle, touching cake surface slightly.

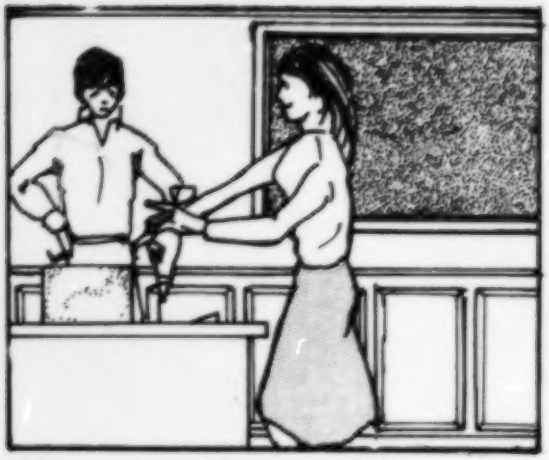


STEP 3 – Squeeze bag. As shell builds up, raise tube about 1/4 inch (.635 cm) , stop squeezing and pull downward.

STEP 4 – Form at least five more shells in a straight line.



STEP 5 – Remove tube No. 21 and put on tube No. 30.



STEP 6 – Make another series of shells using tube No. 30.

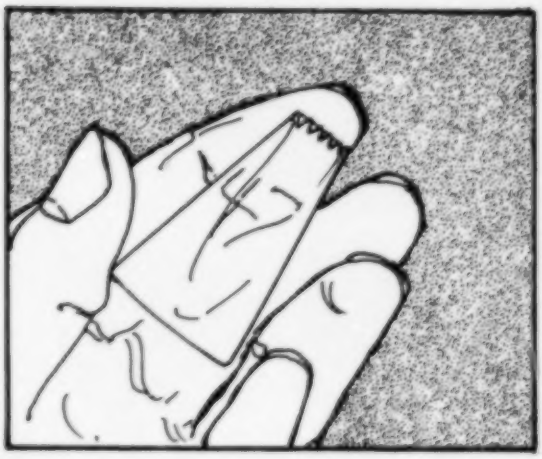
STEP 7 – To make a border of shells, you would do the same as in the steps above but keep the shells connected by overlapping.

Check Point

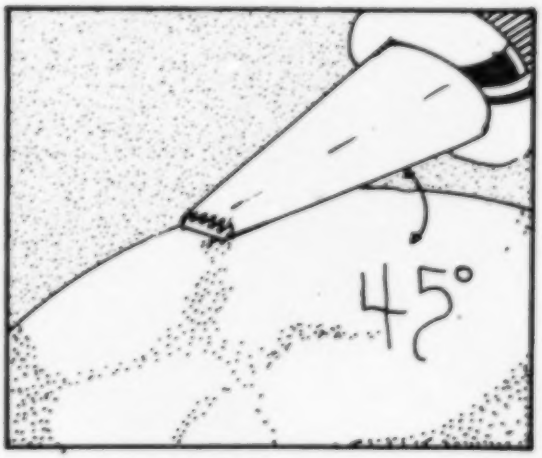
Were you able to make the shells?
Were you able to make a border of shells?

Instructional Objective IX

The student will form a zig-zag border.



STEP 1 – Remove tube No. 30 and put on basket weave tube No. 47.



STEP 2 – Hold the bag at a 45° angle so that the tube touches the cake surface at all times.

STEP 3 – Make sure that the straight edge of the tube is touching the surface and the edge that looks like teeth is facing up.

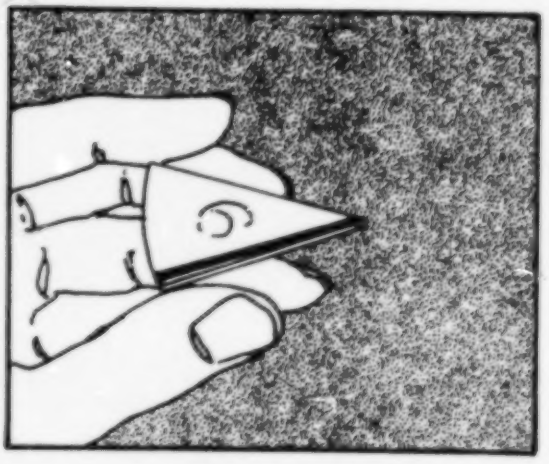
STEP 4 – Move along the surface with a slight side-to-side motion using even pressure on the bag.

Check Point

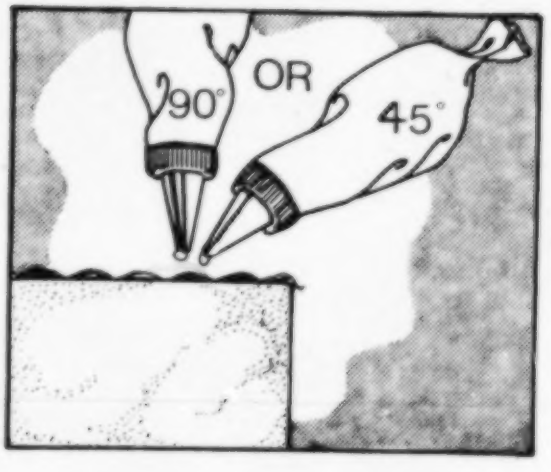
Were you able to make a zig-zag border? Was the zig-zag even?

Instructional Objective X

The student will form words using simple block lettering.

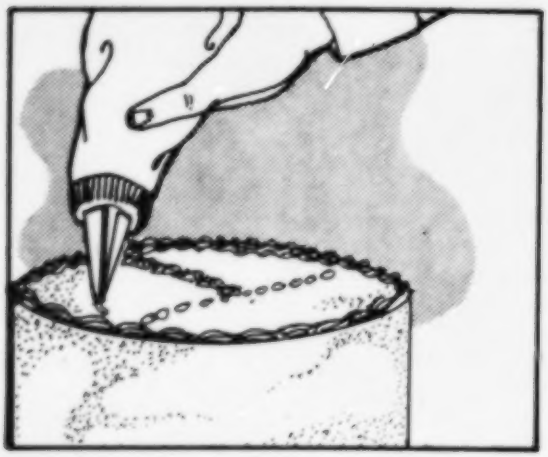


STEP 1 – Remove tube No. 47 and put on tube No. 6.



STEP 2 – Printing and writing can be done from both the 90° angle and the 45° angle.

STEP 3 – Rest tube lightly on the surface of the dummy cake.



STEP 4 – With even pressure, form your letters.

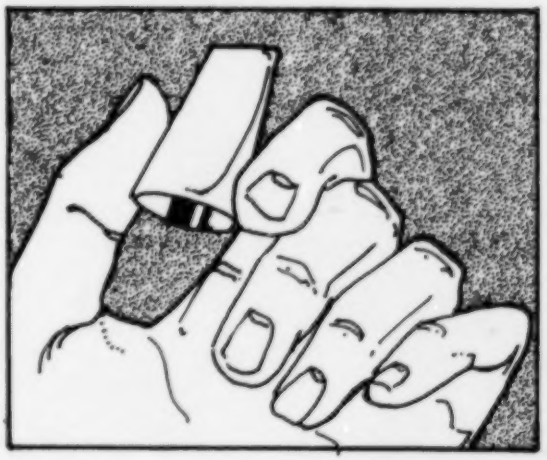
Check Point

Did you change to tube No. 6?

Were you able to form your letters so they could be read?

Instructional Objective XI

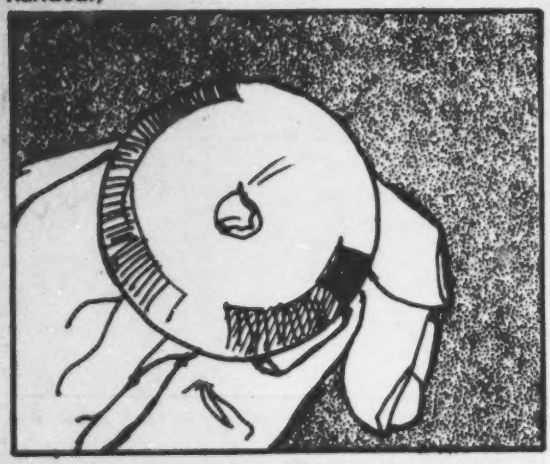
The student will form a daisy.



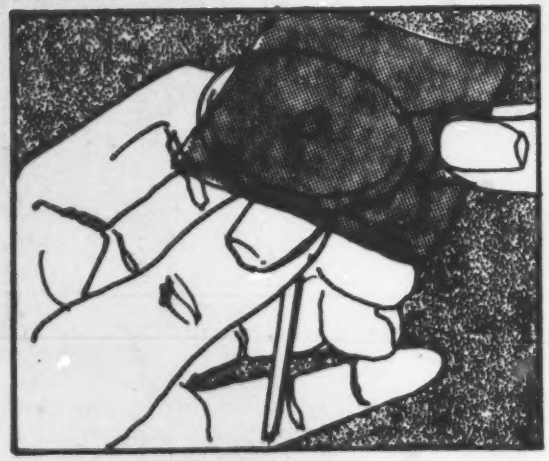
STEP 1 – Remove tube No. 6 and put on tube No. 103.

STEP 2 – Go to your teacher and get a square of waxed paper that is about 1½ inches (3.81 cm) wide.

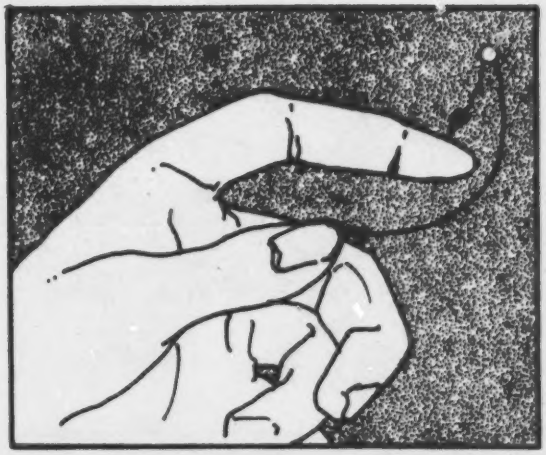
STEP 3 – Pick up the flower nail in your left hand. (Use your other hand if you are left handed.)



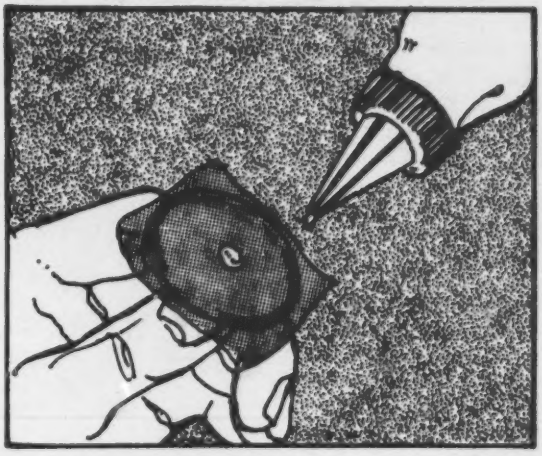
STEP 4 – Place a dot of icing in the center of the flower nail.



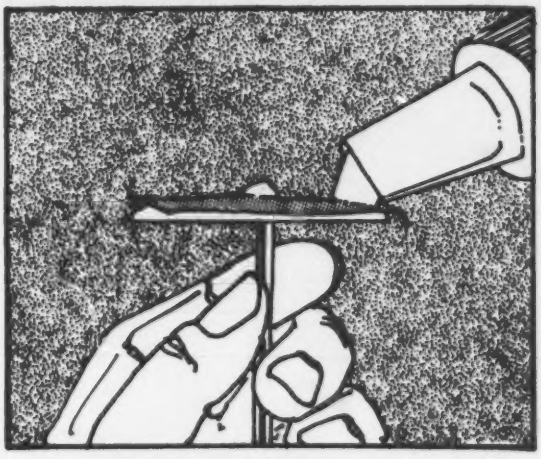
STEP 5 – Place the waxed paper on the flower nail and press down.



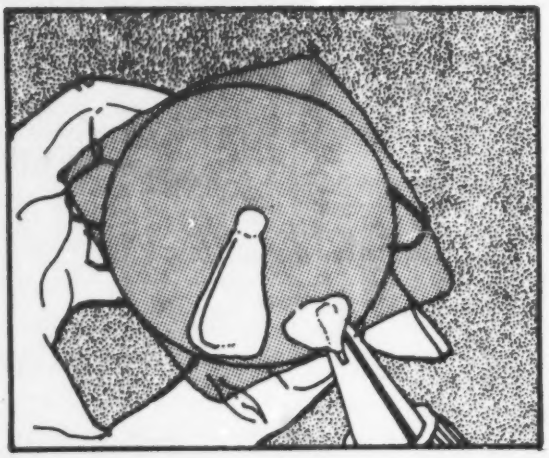
STEP 6 – You will use your thumb and index finger to turn the flower nail.



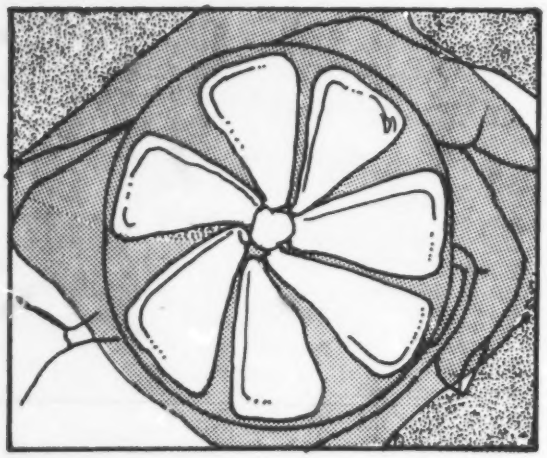
STEP 7 – First, squeeze a small dot of icing in the center of the waxed paper.



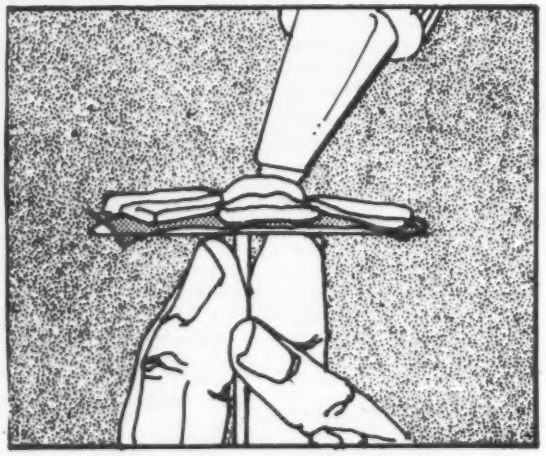
STEP 8 – With the large opening of the tube touching the nail, move from the outside edge to the center of the nail, easing off pressure to stop.



STEP 9 – Turn the nail and make another petal next to the first one.



STEP 10 – Continue doing this until the flower is complete.



STEP 11 – In the center of the flower, make a large dot. When you are actually decorating a cake and using this flower, you will make the dot yellow.

STEP 12 – Slide the waxed paper onto your work area to let the flower dry.

Check Point

Did you attach the waxed paper to the flower nail with a dot of icing?

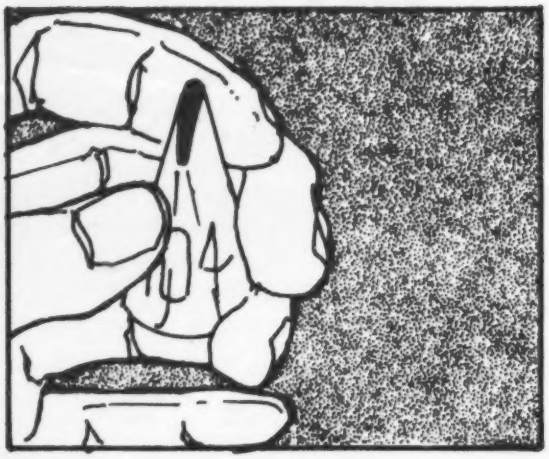
Were you able to form the petals of the flower?

Did you put a large dot in the center of the flower?

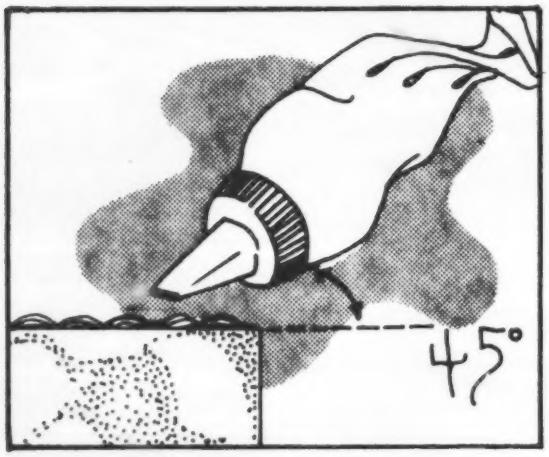
Were you able to slide the waxed paper off the flower nail without breaking the flower?

Instructional Objective XII

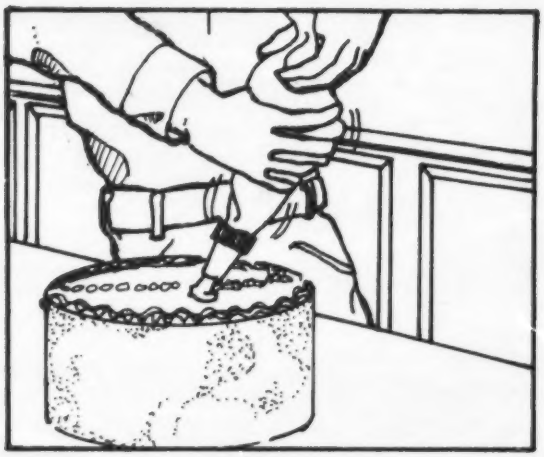
The student will form a half carnation.



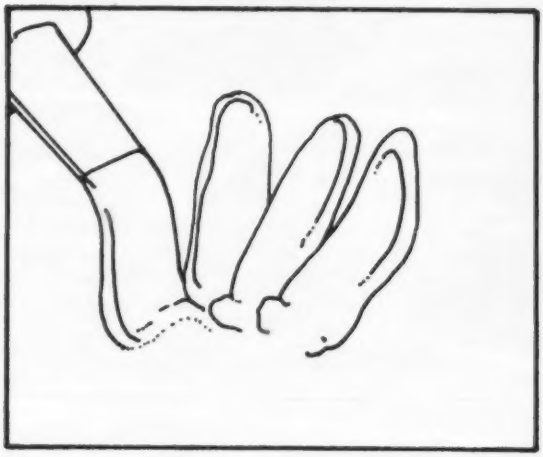
STEP 1 – Remove tube No. 103 and put on tube No. 104.



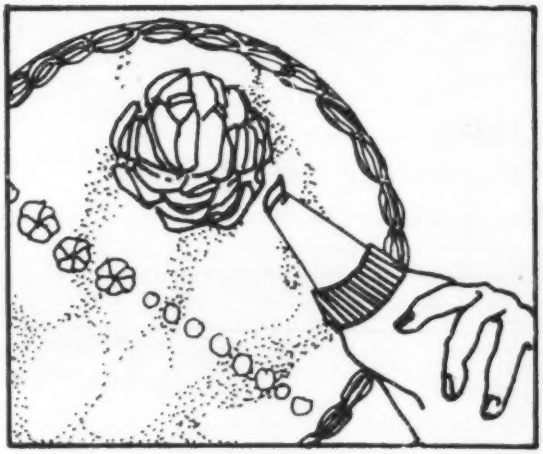
STEP 2 – Hold the tube at a 45° angle to the surface.



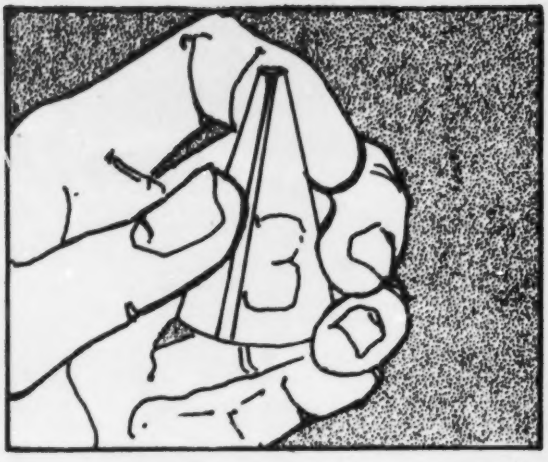
STEP 3 – As you squeeze, jiggle the pastry bag and then lift up about 1/2 inch (1.27 cm) at the end and stop squeezing.



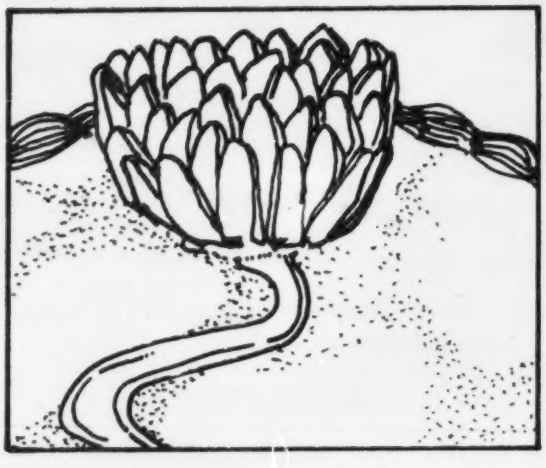
STEP 4 – Next to the first petal, make another petal in the same way.



STEP 5 – Continue doing this until you have the number of petals you want.



STEP 6 – Remove tube No. 104 and put on tube No. 3.



STEP 7 – Put a stem on the carnation. If you were acutally decorating a cake now, you would use green icing.

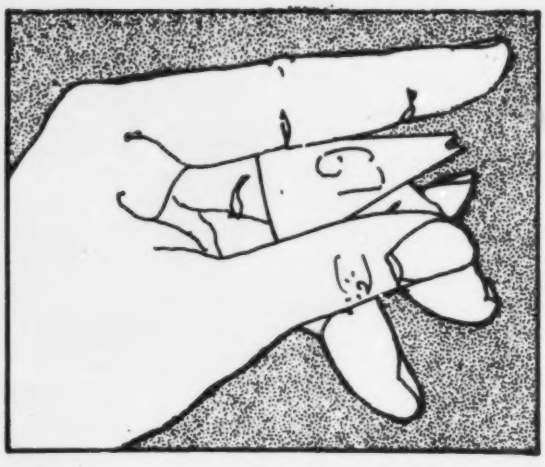
Check Point

Were you able to form the petals of the carnation?

Were you able to make the stem for the carnation?

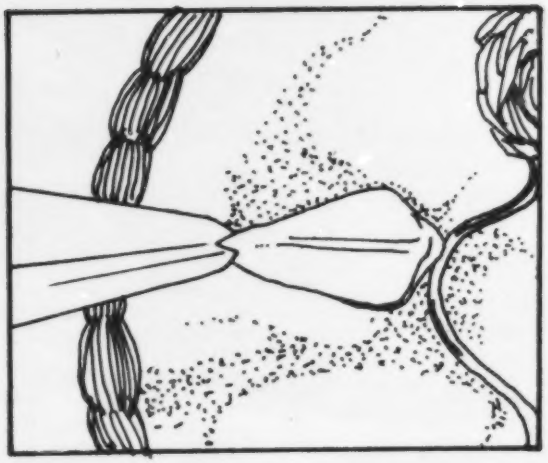
Instructional Objective XIII

The student will form a series of leaves.



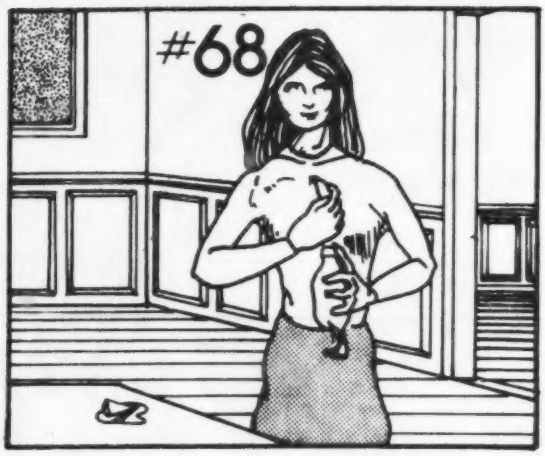
STEP 1 – Take off tube No. 3 and put on tube No. 67.

STEP 2 – Hold the pastry bag at a 45 ^{o} angle.



STEP 3 – Squeeze the tube and then stop squeezing while bringing the leaf to a point.

STEP 4 – Make another leaf next to the first one and continue doing this until you are able to make a good leaf.



STEP 5 – Take off tube No. 67 and put on tube No. 68.

STEP 6 – Make more leaves using tube No. 68.

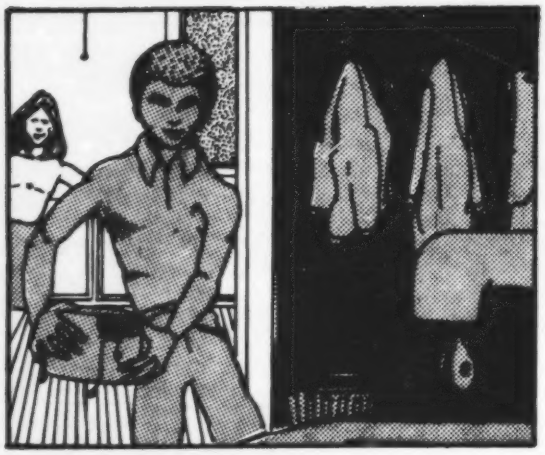
Check Point

Did you hold the bag at a 45° angle?
Were you able to form the leaves?
Did you notice a difference in the leaves when you changed to tube No. 68?

Instructional Objective XIV

The student will clean the cake dummy.

STEP 1 – Take your cake dummy and soak in water to loosen the icing.



STEP 2 – Rinse the cake dummy off.

STEP 3 – Shake off the excess water.

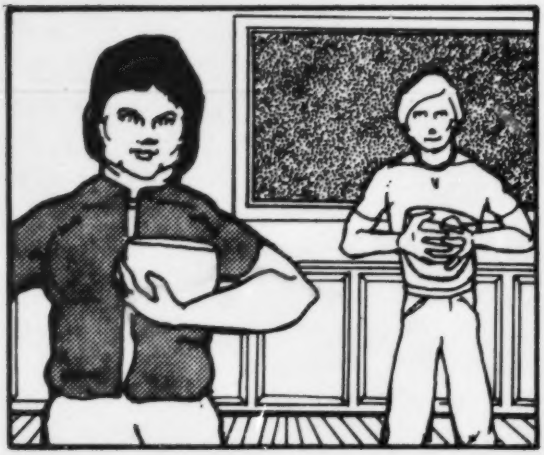
STEP 4 – Take the cake dummy back to your work area and allow it to dry.

Check Point

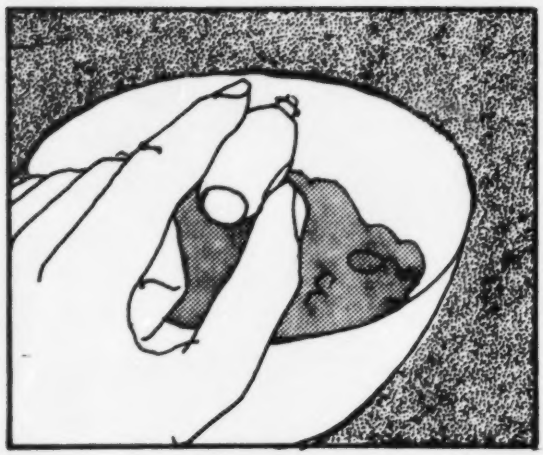
Did you get all of the icing off of the cake dummy?

Instructional Objective XV

The student will add color to icing.

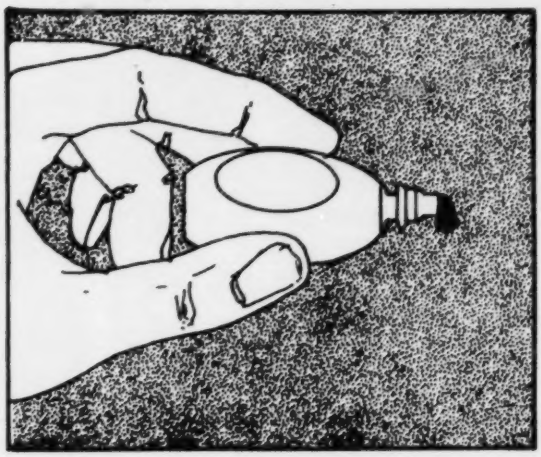


STEP 1 – Take a small amount of icing and place it in one of the small bowls.

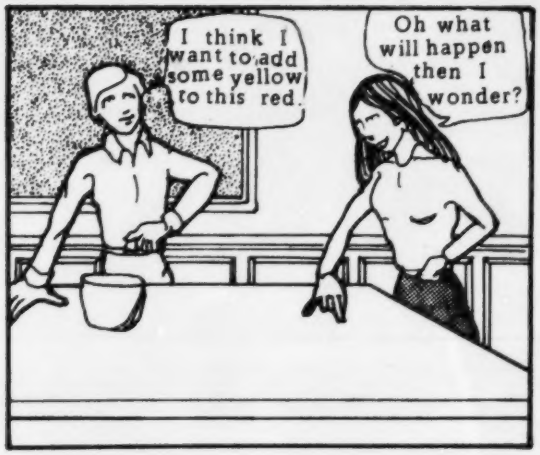


STEP 2 – Select a color and add one tiny drop to the icing.

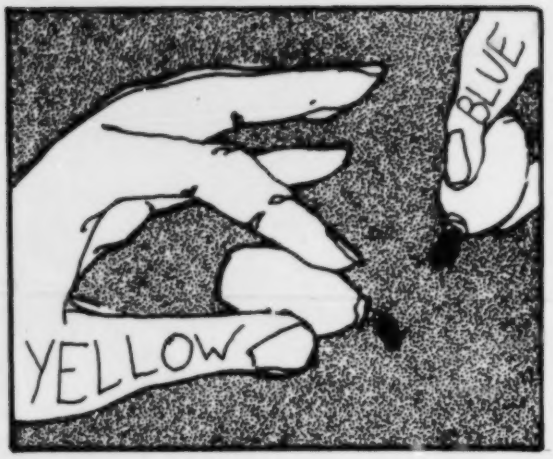
STEP 3 – With your spatula, mix the coloring into the icing.



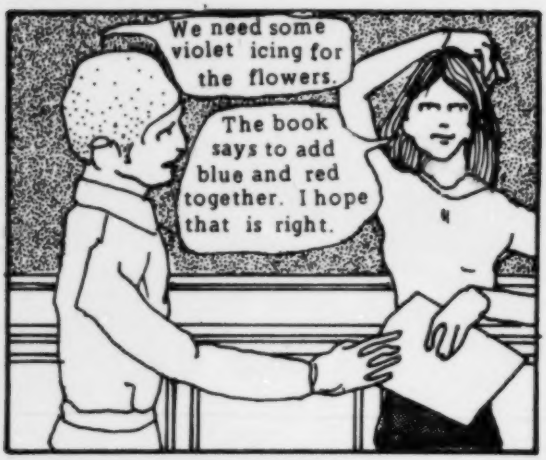
STEP 4 – If the color is too light, you can add more, but do this sparingly.



STEP 5 – If you want orange, you would mix yellow and red.



STEP 6 – If you want green, you would mix yellow and blue.



STEP 7 – If you want violet, you would mix blue and red.

STEP 8 – When you decorate the dummy cake, you will have to clean the icing out of the pastry bag when changing colors.

Check Point

Were you able to color the icing?

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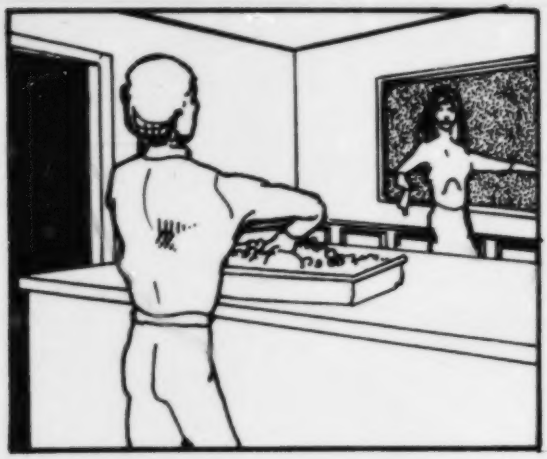
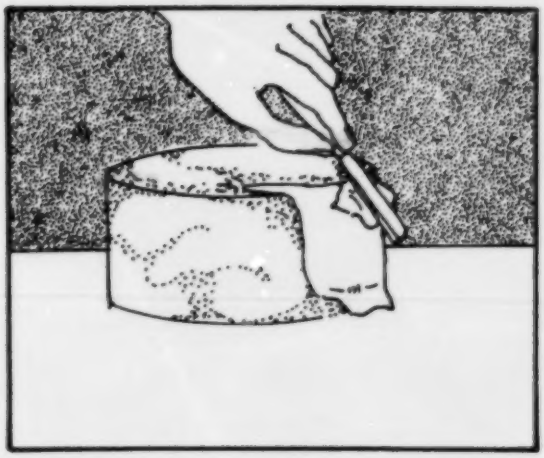
Instructional Objective XVI

The student will decorate a cake.



STEP 1 – Clean all your tools and utensils.

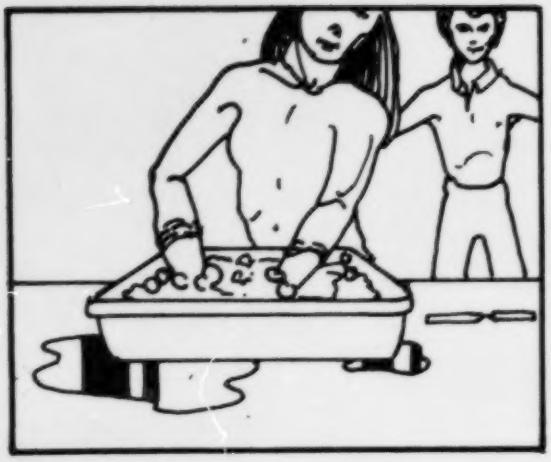
STEP 2 – Mix up your icing the way you did in Instructional Objective III, only this time double the ingredients.



STEP 3 – Using the spatula, frost the sides of the dummy cake first.

STEP 4 – Next, frost the top of the cake.

STEP 5 – You are now ready to decorate the cake. You may go back to any of the objectives for help.



STEP 6 — When you have finished decorating your cake, clean all your tools and utensils.

Check Point

Would you buy your cake if it were sitting in a display case in a bakery?

OCCUPATIONAL DESCRIPTIONS

313.361-014 COOK (hotel & rest.) cook, restaurant

Prepares, seasons, and cooks soups, meats, vegetables, desserts, and other foodstuffs for consumption in hotels and restaurants: Reads menu to estimate food requirements and orders food from supplier or procures it from storage. Adjusts thermostat controls to regulate temperature of ovens, broilers, grills, roasters, and steam kettles. Measures and mixes ingredients according to recipe, using variety of kitchen utensils and equipment such as blenders, mixers, grinders, slicers, and tenderizers, to prepare soups, salads, gravies, desserts, sauces, and casseroles. Bakes, roasts, broils, and steams meats, fish, vegetables, and other foods. Adds seasoning to foods during mixing or cooking, according to personal judgement and experience. Observes and tests food being cooked by tasting, smelling, and piercing with fork to determine that it is cooked. Carves meats, portions food on serving plates, adds gravies, sauces, and garnishes servings to fill orders. May supervise other cooks and kitchen employees. May wash, peel, cut, and shred vegetables and fruits to prepare them for use. May butcher chickens, fish, and shellfish. May cut, trim, and bone meat prior to cooking. May bake bread, rolls, cakes, and pastry [BAKER (hotel & rest.)]. May price items on menu. Usually found in establishments having only a few employees. May be designated according to meal cooked or shift worked as COOK, DINNER (hotel & rest.); COOK, MORNING (hotel & rest.); or according to food item prepared as COOK, ROAST (hotel & rest.); or according to method of cooking as COOK, BROILER (hotel & rest.). May prepare and cook meals for institutionalized patients requiring special diets and be designated as FOOD-SERVICE WORKER (hotel & rest.). Additional titles: COOK, DESSERT (hotel & rest.); COOK, FRY (hotel & rest.); COOK, NIGHT (hotel & rest.); COOK, SAUCE (hotel & rest.); COOK, SOUP (hotel & rest.); COOK, SPECIAL DIET (hotel & rest.); COOK, VEGETABLE (Hotel & rest.).

313.381-026 COOK, PASTRY (hotel & rest.) baker, cake; baker, pastry; cake maker.

Prepares and bakes cakes, cookies, pies, puddings, or desserts, according to recipe: Measures ingredients, using measuring cups and spoons. Mixes ingredients to form dough or batter, using electric mixer or beats and stirs ingredients by hand. Shapes dough for cookies, pies, and fancy pastries, using pie dough roller and cookie cutters or by hand. Places shaped dough portions in greased or floured pans and inserts them in oven, using peel. Adjusts drafts or thermostatic controls to regulate oven temperatures. Prepares and cooks ingredients for pie fillings, puddings, custards, or other desserts. Pours filling into pie shells and tops filling with meringue or cream. Mixes ingredients to make icings. Decorates cakes and pastries [CAKE DECORATOR (bake. prod.)]. Blends colors for icings and for shaped sugar ornaments and statuaries. May specialize in preparing one or more types of pastry or dessert when employed in large establishment.